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ABSTRACT

In the summer of 1985, New York City's High School Preparation for Raising Educational Performance (PREP) Program included an English as a second language (ELS) component. The ESL component was designed to help recent immigrant students develop the listening, speaking, reading, and writing skills in English necessary for success in the mainstream and to introduce students to high school requirements and expectations. Funding for ESL Summer PREP was provided by the Emergency Immigrant Education Assistance Program and was offered to all incoming immigrant limited English proficiency (LEP) students, as well as LEP students who were enrolled in a high school bilingual or ESL program. An innovative feature of ESL Summer PREP was the teaching of basic skills in the context of themes. Developmental instruction was offered integrating specific themes into school-wide activities. Additional components of Summer PREP included theme-related field trips and guidance counseling. The 1985 Summer PREP program instituted a number of program modifications to improve overall organization, services to students, and goal attainment based on the 1984 evaluation report. The results of the 1985 evaluation indicated that the ESL component was well organized. Students appeared to learn a great deal, and staff members appeared to be committed and dynamic. The results also indicated that most program modifications were effective. (KH)

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1985 SUMMER PREP PROGRAM

E.S.L. COMPONENT

OEA Evaluation Report

O.E.A. Evaluation Section Report

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Grant Number: 56-64270

1985 SUMMER PREP PROGRAM

E.S.L. COMPONENT

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SUMMARY

The Summer 1985 High School Preparation for Raising Educational Performance (PREP) Program, in its third year of operation included an English as a second language (E.S.L.) component. The E.S.L. component was designed to help recent immigrant students develop the listening, speaking, reading, and writing skills in English necessary for success in the mainstream and to introduce students to high school requirements and expectations. Funding for E.S.L. Summer PREP was provided by the Emergency Immigrant Education Assistance Program and was offered to all incoming immigrant LEP students, as well as LEP students who were enrolled in a high school bilingual or E.S.L. program.

Several innovative features set E.S.L. Summer PREP apart from other summer school programs, the most notable of which was the teaching of basic skills in the context of themes. E.S.L. Summer PREP offered developmental instruction by integrating specific themes into school-wide activities. Additional components of Summer PREP included theme-related field trips and guidance counseling.

In addition to including an E.S.L. component, the 1985 Summer PREP program instituted a number of program modifications to improve overall organization, services to students, and goal attainment based on the Office of Educational Assessment's 1984 evaluation report. Among the major recommendations of the 1984 evaluation were that: a formal linkage with feeder junior high schools be established to facilitate enrollment in the progam; bilingual guidance counselors be hired for sites with large percentages of limited Enlgish proficient students; and field trips match individual school themes.

The 1985 evaluation focuses on the E.S.L. component and the extent to which the changes suggested for Summer PREP were implemented. Evaluation procedures included observations, interviews, and post-program assessments of students' attitudes.

The results of the evaluation indicated that the E.S.L. component was well organized; students appeared to learn a great deal; staff members appeared to be committed and dynamic.

The results also indicated that most program modifications were effective. The 1985 program changes should be continued in the future and several additional modifications are recommended, including the folowing:

- Recruitment methods used at the larger sites should be used at all sites.

- Increase the time staff development specialists serve at sites by reducing the number of participating schools.
- Reduce the length of morning periods.
- Give individual attention to students whose native language skills are weak.
- Strengthen the career introduction and exploration component.
- Offer staff development workshops earlier in the year to prepare for the summer session.

TABLE OF CONTENTS

	PAGE
I. Introduction	
- Goals and Objectives	2
- Evaluation: Scope and Procedures	4
II. Organization and Staffing	6
- Central Staff	6
- School Staff	8
III. Student Characteristics	11
- Academic Proficiency	14
- Social and Cultural Acclimation	17
IV. Staff Characteristics	19
- License Areas	19
- Needs: Experience and Education	21
V. Program Implementation	23
- Instructional Component	23
- Noninstructional Component	26
VI. Student Satisfaction Questionnaire	30
- Instructional and Noninstructional Components	30
- Counseling Component	33
VII. Results of Teacher-Developed Tests	36
VIII. Conclusions and Recommendations	37
APPENDIX A: Student Questionnaire	39
APPENDIX B: Summary of the 1983, 1984, and 1985 Summer PREP Themes and Modifications in Original Themes from 1983 to 1985.	43

LIST OF FIGURES AND TABLES

		PAGE
Figure 1:	Organization of the E.S.L. Summer Prep Program.	7
Table 1:	Country of Birth of Program Students.	12
Table 2:	Schools with the Largest Enrollment.	13
Table 3:	Age of Students by Grade.	16
Table 4:	Components of E.S.L. Summer Prep Students Liked or Disliked Most.	31
Table 5:	Topics Students Discussed with Counselors.	35

I. INTRODUCTION

As recommended in the Office of Educational Assessment's final report on the 1984 Summer Program, an English as a second language (E.S.L.) component was added to the 1985 Summer High School Preparation for Raising Educational Performance (PREP) Program. Among other recommendations, the report suggested that staff members should receive training in E.S.L. methods, that itinerant supervisors should provide increased organizational and curriculum guidance for an E.S.L. component, and that bilingual aides should be hired to promote participation by non-English-speaking students in summer program activities.

Funding for the E.S.L. component was provided by the Emergency Immigrant Education Assistance Program, which aims to help students develop the listening, speaking, reading, and writing skills in English necessary for success in the mainstream, promote cross-cultural appreciation among students, facilitate their acclimation to the United States, and assist them in exploring educational and career goals. Based on the number of immigrant students in attendance, 32 public high schools were given funds for E.S.L. components.

GOALS AND OBJECTIVES

Instructional Objectives

The original program design outlined several specific objectives regarding student achievement on criterion-referenced tests. After reviewing the design, the Office of Education Assessment concluded that measuring students achievement is not feasible because the E.S.L. Summer Prep Program is too brief. Therefore, the program's goals and objectives are rather broad.

The major purpose of the E.S.L. component was to teach English to newly arrived immigrant students. Other goals include introducing students to high school requirements and expectations, and encouraging full participation in high school activities. One of the major activites of E.S.L. Summer PREP Program, was the use of "themes" (fine arts, advertising, photography, "the world of work") in a hands-on instructional approach.

The 1985 Summer PREP Program operated at thirty-two school sites five days a week for 24 days. The morning sessions (three hours each) were devoted to basic skills and E.S.L. instruction linked to the chosen themes. Six afternoons were dedicated to theme-related trips to cultural events, historical sites, and career exploration locations; eight were spent on school-based activities designed around the chosen themes; and five were devoted to staff training and planning of the instructional program. No Friday

afternoon sessions were held.

In some schools, emphasis was placed on survival skills (using everyday phrases, understanding U.S. currency, learning street names). Other schools used an E.S.L. approach to teach reading, writing, and mathematics. In all cases, the teacher combined the lesson's objectives with a theme-related trip or prepared the lesson around the school themes. For example, in one school that offered introduction to computers, a math lesson taught students how to run a computer program as part of its "world of work" theme.

Noninstructional Objectives

The noninstructional objectives of the E.S.L. component include providing guidance and counseling for program students, orienting them toward career opportunities, and developing the staff's range of teaching methods and materials.

Guidance and Counseling. The guidance program is designed to introduce immigrants to high school, emphasizing graduation requirements, course offerings, and extracurricular activities. The goal is to ease their entrance into a foreign and sometimes threatening environment. The guidance counselor familiarizes students with what is expected of them in high school -- academic requirements, behavior, ways of relating to other students. The program also aims to identify students with personal problems for follow-up during the regular school year and to

make recommendations for placement in E.S.L. classes in the fall.

Career Orientation. In introducing students to the career opportunities open to them, emphasis is placed on the importance of first mastering the English language. Since all schools had one or more themes devoted to career orientation, this objective was easily incorporated into the guidance counselor's agenda when meeting with students.

Staff Development. Activities for staff development aim to identify students' instructional needs and then introduce teaching methods and materials to meet those needs. Staff meetings provide a forum for members to express their concerns about on-going problems and share ideas about improving the quality of instruction.

EVALUATION: SCOPE AND PROCEDURES

This report describes and evaluates the E.S.L. component of the 1985 Summer PREP Program. In addition to goals and objectives already described, this report addresses the program's organization and staffing, student characteristics, staff characteristics, and program implementation.

The Office of Educational Assessment used several procedures and techniques in evaluating the E.S.L. component. A three-member evaluation team visited 15 of the 32 sites. During these visits, classrooms were observed and staff members were interviewed to get a comprehensive picture of program implementation. Supervisors at the 15 schools were

interviewed about specific program features at their sites, the program's organization and implementation, and student enrollment. They were also asked to evaluate the effectiveness of the program's approach in relation to the stated goals and objectives.

At least 30 teachers at the 15 sites and all ten bilingual guidance counselors assigned to eight of the schools were interviewed. They were asked to evaluate if the program was accomplishing its instructional and noninstructional goals, to evaluate students' linguistic, academic, and personal needs, and in what ways staff contributed to the program's implementation. The interview also requested specific recommendations to improve services to students next year. Bilingual educational assistants at the sites were also interviewed to get their impressions on the effectiveness of the instructional and noninstructional approaches and the overall success of the program.

A questionnaire (see Appendix A) was administered to all participating students at the conclusion of the program to assess satisfaction with the program's services and its theme-related approach. They also were interviewed on an informal basis during site visits.

II. ORGANIZATION AND STAFFING

The E.S.L. component of the 1985 Summer PREP Program followed the organizational structure proposed to the funding agency, New York State Emergency Inmigrant Education Assistance Program. The organization of the E.S.L. Summer Prep Program is outlined in Figure 1.

CENTRAL STAFF

Coordinator

A central coordinator, directed by the supervisor of the High School Office of Funded Programs, managed all program activities. The coordinator monitored the quality of E.S.L. instruction, ensured that each site supervisor had materials and supplies available to teachers, worked with site supervisors to provide schedules and assignments for staff development specialists, oversaw and certified the per-session payroll, and supervised the distribution of transportation tokens.

Staff Development Specialists

Five staff development specialists worked directly with the teaching staff. They provided on-site training in classroom visits and conferences and led workshops on teaching methods and instructional materials. These specialists served as consultants to the site supervisors on staff needs and questions related to E.S.L. instruction. They also provided a link between the central administration and the schools.

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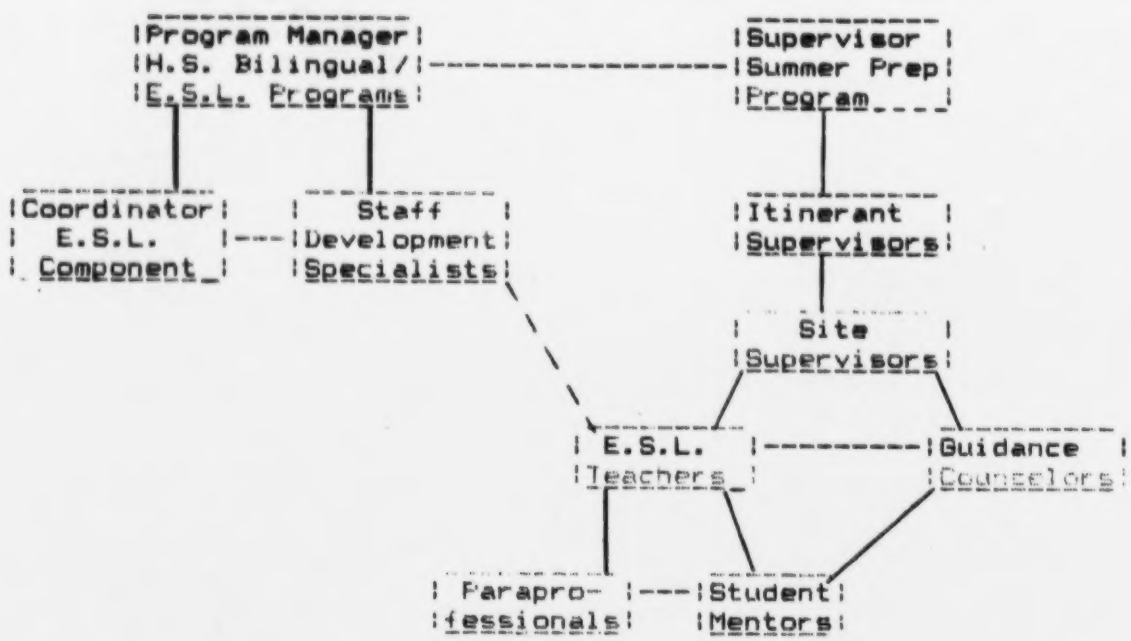
FIGURE 1

Organization of the E.S.L. Summer Prep Program



——————— Supervision

- - - - - - - - - - - - - - - Collaboration and Communication

Itinerant Site Supervisors

Itinerant site supervisors visited the schools periodically to observe classes, assist site supervisors in curriculum planning, and offer suggestions to improve instructional methods. They were under the direction of the High School Office of Funded Programs and had limited contact with E.S.L. teachers.

SCHOOL STAFF

The E.S.L. component, operating under site supervisors at the 32 high schools, had the services of ten bilingual guidance counselors, 64 teachers, 64 bilingual educational assistants, and several student mentors.

Site Supervisors

Site supervisors directed the daily activities of the summer program, including mainstream, special education, and E.S.L. components. They were responsible for student recruitment, student and staff programming, distribution of tokens and other materials, classroom observations, and submission of payrolls. All site supervisors interviewed by the evaluation team had prior experience as supervisors in summer programs, and during the regular school year served as assistant principals.

Teachers

The 64 teachers in the program were all licensed or certified in their areas of specialization. They were responsible for teaching the morning classroom sessions, supervising student trips, and supervising school-based

activities. They participated in afternoon workshops conducted by staff development specialists or site supervisors and worked with site supervisors on lesson planning. They also referred students to guidance counselors as the need arose. At some sites, particularly at schools that students will attend during the school year, they recommended placing some students in E.S.L. classes during the school year.

Bilingual Educational Assistants

The 64 bilingual educational assistants were assigned to give students individual attention in the classroom. They assisted students by clarifying points in a lesson with in-class assignments. They also served as translators during trips, and, in general, facilitated the students' participation in program activities.

Student Mentors

Although the Emergency Immigrant Education Assistance funds did not provide for hiring mentors, site supervisors normally assigned a mentor to classrooms that did not have a bilingual educational assistant. As a rule, student mentors were upper-term former E.S.L. students. Their duties were almost identical to the bilingual assistants' tasks; they were also positive role models for the newly arrived students.

Guidance Counselors

Eight of the schools received allocations for ten bilingual guidance counselors, all of whom were licensed in their area.

These counselors were assigned to schools with the largest numbers of immigrant students. They conducted both individual meetings with students and large and small group guidance sessions. Most of the contacts involved introducing and acclimating students to high school life. Particular emphasis was placed on graduation requirements, behavior codes, and ways of relating to teachers and peers. In a few instances, counselors met with students to discuss more personal matters, but as a rule, personal counseling was not possible because the length of time allotted to the program was rather brief.

Counselors handled student summer programming and placement at enrollment and evaluated students for placement during the regular school year. They assisted site supervisors with administrative matters, including the monitoring of attendance. Students with poor attendance records were usually contacted at home by the guidance counselor; habitual absentees were dropped from the program.

III. STUDENT CHARACTERISTICS

The program served 2,549 students of whom 1,854 (73 percent) answered a 25-item questionnaire. Ten of the items provide background information, while the remaining 15 items assessed students' attitudes toward the program. Attitude findings are presented in Chapter V.

Reflecting the New York City population, schools participating in the E.S.L. component served students of markedly different national, cultural, linguistic, and educational backgrounds. A breakdown of students' country of birth indicates that 23 percent (427) were born in China, 18 percent (329) were born in the Dominican Republic, and 10 percent (173) were born in Haiti. An additional six percent (109) were born in the U.S., five percent (100) in Vietnam, five percent (98) in Ecuador, five percent (88) in Puerto Rico, four percent (67) in El Salvador, and three percent (52) in both Colombia and Korea. The remaining 19 percent of program students were born in other Central and South American countries, Europe, Africa, other Asian countries, and the Middle East. Table 1 presents frequencies and percents of students' countries of birth.

Languages represented included Spanish (45 percent), Chinese --Cantonese and Mandarin (25 percent), Haitian Creole and French (six percent), Vietnamese (four percent), Korean (three percent), and English (two percent). The remaining 15 percent spoke other foreign languages. For example, one school

TABLE 1

Number and Percent of Program Students by Country of Birth

COUNTRY OF BIRTH	NUMBER	PERCENT
China	427	23
Dominican Republic	329	18
Haiti	173	10
U.S.A.	106	6
Vietnam	100	5
Ecuador	98	5
Puerto Rico	88	5
El Salvador	67	4
Columbia	52	3
Korea	52	3
Taiwan	39	2
Honduras	37	2
Hong Kong	34	2
Cambodia	26	1
Nicaragua	22	1
Peru	19	1
Other Asian countries	58	3
Other Central/South American Countries	55	3
Middle Eastern Countries	13	1
European Countries	6	*
African Countries	5	*
Canada	1	*
TOTAL	1807	100

*Less than one percent

reported having a substantial number of Pakistani students.

Ten schools had the largest concentration of program students. One of these schools, Seward Park, served nearly one-quarter of the target population. Their combined total of 1,317 represents 70 percent of the total number (1,854) of students for whom data are available. The remaining 537 program students were distributed throughout the rest of the 22 schools participating in the program. Table 2 presents the schools with the largest number of students enrolled in the program.

TABLE 2

Schools with the Largest Concentration of E.S.L. Summer Prep Program Students

School	Number	Percent*
Seward-Park	419	23
Newton	222	12
T. Roosevelt	158	8
Louis D. Brandeis	116	6
Eastern District	84	4
John Bowne	82	4
John F. Kennedy	71	4
William H. Taft	57	3
George Washington	56	3
Hillcrest	52	3
TOTAL	1317	70

*Percentages are based on the available data (1854 students).

Although it appears that there was a great deal of cultural and linguistic variability among students, few differences were found within individual schools. Students from the same ethnic backgrounds were normally attending the

same sites in large groups. For example, Seward Park High School, in Chinatown, had an E.S.L. population that was almost exclusively Chinese; George Washington High School, in Washington Heights, had a majority of Hispanic students from the Dominican Republic. Theodore Roosevelt High School in the Bronx departed somewhat from this norm; Asian (mostly Vietnamese), Hispanic, and Middle Eastern students all were in the E.S.L. program.

At most sites visited by the evaluation team, students met the requirements for eligibility set forth in the funding narrative. They were recent arrivals (less than six months) in the United States. Many (47 percent) moved here within the past year, and another 45 percent have been living here no longer than five years. Overall, students reported living in the United States an average of 2.7 years. (One program, Eastern District, included a number of U.S.-born students who were Spanish-speaking and of limited English proficiency). Most students were at beginning or intermediate E.S.L. levels.

ACADEMIC PROFICIENCY

Academic proficiency of students participating in the E.S.L. program varied considerably. The grade levels of students during the previous school year ranged from four to 12 but the majority (83 percent) were clustered in eighth (24 percent) ninth (41 percent), and tenth (18 percent) grades. In the spring, several students were in a lower grade than was

appropriate for their ages. Table 3 presents the ages and grades of students for whom data are available. Most students (76 percent) were between the ages of 14 and 17 years at the time of the program, and the average age of all program students for whom data are available was 17.9 years.

Many students indicated that they would be promoted to the next grade for the following school year. Data were available for 1,570 students, out of whom 1,005 (64 percent) were promoted to the next grade. Of the remaining 565 (36 percent), 546 were held back in the same grade, 14 skipped one grade, five were placed back one grade, and one was placed back two grades.

Interviewed staff members said Asian students typically had stronger educational backgrounds in their native languages than did the Hispanic students from the Caribbean (most notably the Dominican Republic) and the Haitian students.

However, even among students of the same ethnic background, there were differences in academic readiness. For instance, Haitian students were reported by some staff members to vary greatly in their command of French and mathematics. Chinese students from rural areas in the People's Republic of China were reported to be less well prepared than students from Taiwan. In general, Hispanic students were lacking in basic skills, such as mathematics and reading and writing in their native language.

Because they were expected to help support their families, most students who emigrated from rural or poor urban areas could

TABLE 3

Number, Percent, and Mean Ages of Students Enrolled in the Program, by Grade

GRADE LEVEL	MEAN AGE	NUMBER OF STUDENTS	PERCENT OF TOTAL ENROLLED
4	11.0	1	*
5	11.0	2	*
6	13.1	9	*
7	14.2	16	1.0
8	15.2	438	26.8
9	17.6	733	44.8
10	17.2	323	19.8
11	18.7	104	6.7
12	19.2	9	*
TOTAL	17.9	1,635	100

*Less than 1 percent

not attend school on a regular basis in their native countries and had incomplete educational backgrounds. The summer program was the first formal schooling for some of these students.

The majority of staff members verified that their students were extremely limited in listening, speaking, reading, and writing skills in English because of their recent arrival to the United States. Most program students had not lived here longer than five years, and, therefore, had more years of school outside the United States than in the United States. Specifically, the average number of years of schooling outside the United States, for students who provided this information, was 7.7 years. While living in this country, students had on the average of 2.8 years of school, out of which 1.8 years were in bilingual education.

Although most students appeared to be interested in learning English, staff members were concerned about the students' reluctance to express themselves in English or actively participate in the classroom. In the opinion of staff members, this was particularly true of students from Asia, who had been taught there to respect teachers by remaining silent in class.

SOCIAL AND CULTURAL ACCLIMATION

Guidance counselors and teachers pointed out that students needed a great deal of assistance in adjusting to the United States and New York City. All staff members agreed the field trips were helpful because they provided exposure to mainstream

society. Students also need to learn about the high school system (earning credits for graduation and other academic requirements, career counseling) and basic survival skills (finding the nearest post office, what to do in case of an emergency, and how to contact social welfare agencies).

Some staff members were concerned about what they saw as their students' inability to get along with others in the classroom. They emphasized that the students needed to understand and accept others and to learn to appreciate and value cultural and national differences.

IV. STAFF CHARACTERISTICS

LICENSE AREAS

All site supervisors were certified as administrators and served as assistant principals or principals during the regular school year. None were certified as E.S.L. teachers.

The five staff development specialists were certified E.S.L. teachers. Two served as resource teachers during the school year and three taught E.S.L. classes.

The ten guidance counselors were certified in their area. They were bilingual in English and one of the following languages: Spanish, French, Haitian Creole, or Chinese (usually Mandarin).

The majority of teachers in the E.S.L. component were licensed in E.S.L. Others were licensed in content areas such as mathematics, art, English, and Spanish. A small number reported teaching out of license.

The bilingual educational assistants, or paraprofessionals, did not need a license. Rather, they were required to speak English and one of the native languages spoken by the students to be hired. Their past work experience was also taken into consideration.

EXPERIENCE AND EDUCATION

Site Supervisors

Site supervisors had master's degrees in a variety of

fields, were certified in administration and supervision, and had served in this capacity in schools throughout the city. They also had previous experience as Summer PREP Program administrators. The mean number of years of experience in this position was 2.8. Their exposure to E.S.L. teaching methodology ranged from little to an extensive background in managing summer programs for non-English-speaking students.

Staff Development Specialists

All five staff development specialists had master's degrees and had extensive experience in E.S.L. Their background allowed them to relate to the problems and concerns of the E.S.L. teachers quite easily.

Guidance Counselors

With one exception, all the guidance counselors had prior experience in the public school system. All held master's degrees in guidance and counseling and appeared to be fully aware of the needs of the students in their charge.

Teachers

Information was not available on the number of participating teachers who had graduate degrees. Their experience varied, with some reporting several years in E.S.L. teaching and some considerably less. Because retention rights apply in hiring Summer PREP teachers (those who have worked satisfactorily for two consecutive summers get priority), some teachers with little or no experience in E.S.L. were assigned, for example, to teach

content-area classes using an E.S.L. approach.

Paraprofessionals

Education of bilingual educational assistants also varied. Some had graduated from or were attending college, while others had high school diplomas. However, most were quite experienced because they generally had performed the same duties during the school year. All of those interviewed were native speakers of the students' languages.

NEEDS

Site supervisors found it difficult to perform all required administrative duties. Bureaucratic responsibilities alone were enough to keep them busy most of the day. Some needed more time for classroom visits. The supervision and distribution of tokens in particular seemed to take up a disproportionately large amount of class time. However, some supervisors had enough personnel available to allow time to participate in creative activities such as publishing "minimagazines" on their sites' activities and accomplishments, and distributing reference materials to teachers.

The staff development specialists interviewed agreed that more specialists are needed for future programs. They were expected to serve all 32 participating schools. In schools where both the site supervisors and the teachers had limited experience in working with E.S.L. students, they were working as troubleshooters rather than trainers and consultants. Often, an

entire morning was spent assisting one teacher or site supervisor with no time left for other teachers. These specialists also expressed a need for a staff development supervisor to serve as a central resource person on organization and strategies -- a job the central coordinator does not have time to do.

Guidance counselors also expressed a need for more personnel. At most sites the counselors were assigned to work with more than 150 students. Entire classrooms were necessary to conduct the group counseling activities, making it extremely difficult for students to participate fully.

The most important need pointed out by teachers was to decrease classroom time during the morning session. They felt that two consecutive 90-minute periods placed excessive demands on students and staff. Sites that had rescheduled their morning session to three one-hour or four 45-minute sessions seemed to have a less stressed staff and fewer restless students. Teachers also saw a need for improving the process of placing students in the program. Some new arrivals were placed in classes with students who had already taken E.S.L. classes during the previous school year.

All educational assistants interviewed expressed great satisfaction with their jobs. Only one mentioned a need for further training (and she was on her first assignment).

V. PROGRAM IMPLEMENTATION

Participating schools followed a more-or-less uniform method of recruiting students for the program. In June, letters were sent to principals and guidance counselors at public and nonpublic feeder schools. These letters introduced the program and highlighted the theme component and other special features.

Most schools also sent letters of introduction to parents of junior high school students who were to enroll in the high schools in September. Some schools added personal visits to feeder schools to introduce their programs; others encouraged E.S.L. and mainstream teachers to serve as recruiters.

George Washington, Seward Park, and Theodore Roosevelt High Schools sent fliers and small posters with their letters. Erasmus Hall High School had a Haitian Creole speaker make contacts by telephone to recruit E.S.L. students. Park West and Newtown High Schools followed up their letters to parents with postcards to students inviting them to attend their programs.

In all schools visited, the evaluation team found letters to students translated into two or more languages. At Theodore Roosevelt, where the Summer PREP population is almost entirely E.S.L. and the students and parents speak a variety of languages, the letter was translated into five languages.

INSTRUCTIONAL COMPONENT

The sites provided E.S.L. instruction using a number of approaches. Some teachers emphasized drills, vocabulary

building, guided written assignments, and similar E.S.L. instructional practices. Others used more creative and innovative techniques. At Eastern District High School, audio-visual materials were used to improve vocabulary, and drama was used to teach spoken English. Students at all sites received at least one period of math taught with E.S.L. methodology, since many were found deficient in this area.

Schools that divided their morning sessions into four periods offered electives to E.S.L. students. These theme-related courses, which enrolled mainstream as well as E.S.L. students, included typing, journalism, ceramics, cosmetology, swimming, chorus, computer science and electronics. A few schools with large E.S.L. enrollments (Theodore Roosevelt, Newtown, Brandeis, and John Bowne) offered the electives in an E.S.L. format. E.S.L. classes took up two periods, with the other two devoted to theme-related elective classes. For the most part, schools with this system relied on bilingual paraprofessionals and student mentors to assist beginning students. At Sarah J. Hale High School, E.S.L. students were always placed in groups of two or three, one of whom was sufficiently advanced to help the others. Eastern District High had bilingual elective course teachers who were able to translate for the beginning E.S.L. students.

Students were usually grouped according to their level of English proficiency. Some schools with small enrollments (Sarah J. Hale and Bushwick) placed all students together

regardless of English proficiency. At George Washington, the site supervisor attempted to group students according to interest as well as level of English proficiency. This method was similar to the mainstream practice of students choosing theme-related areas of interest so they could travel together to preselected courses.

Grouping levels ranged from beginning through intermediate to advanced. Most schools grouped students at the intermediate level. Only Brandeis had students who were considered advanced enough in English to be placed in mainstream programs during the regular school year.

Observers found that E.S.L. instruction was integrated quite well with trips and afternoon activities at the schools. Teachers usually prepared several lessons for students in advance to prepare them for the trips. There were also post-trip activities, including reviews of the experiences through written assignments and class discussions. Site supervisors required teachers to keep a record of all these activities.

The evaluation team observed a number of classes that were engaged in trip preparation and review. At Seward Park, the advanced beginners' class was reviewing a homework assignment on a movie they had attended the previous week. The teacher asked students to read their work to the class and then to write unfamiliar words on the chalkboard.

Many creative techniques were used to prepare students for afternoon activities. Some lessons were related to a theme of

the particular site. At George Washington, where one theme was "the world of work," the beginners' E.S.L. class was learning to identify numbers from 1 to 100 and to relate them to money. The teacher explained various units of U.S. currency and asked for their equivalents in number form. The observer was impressed with the teacher's enthusiasm and the students' level of attention and participation.

At Park West, a beginning E.S.L. math class was preparing for a hands-on computer session immediately following the lesson. At that session, students were assisted by the E.S.L. teacher, the computer teacher, a paraprofessional, and a student mentor. The evaluators considered it to be an integration of theme ("practical applications of modern technology") and subject matter. The teachers and assistants all spoke Spanish, so that the students, who were all Spanish-speaking, were able to follow instructions and ask questions.

The student mentors and bilingual educational assistants made significant contributions to the E.S.L. component. The student mentors were extremely dynamic and involved, and able to communicate well with their peers.

NON-INSTRUCTIONAL COMPONENT

On questionnaires, students expressed satisfaction with the guidance and counseling activities. The main emphasis seemed to be introducing students to high school life. A member of the evaluation team was present at a group meeting where the guidance counselor explained graduation

requirements and the details of the regents' exams. The last part of the session focused on the problem of cheating versus honesty in school. This session was particularly interesting because the counselor conducted the first part in English and the last in Spanish. Students participated in all phases of the discussion. However, most preferred to speak in Spanish, regardless of the language used by the counselor.

All the observed sites had hands-on, school-based afternoon activities, including sports, modern dance, jewelry making, computer games, industrial arts, and typing. In most cases E.S.L. students were integrated with mainstream students, although schools with large E.S.L. enrollments also had activities solely for E.S.L. students.

At George Washington, an evaluator observed a theatrical performance directed by a Hispanic playwright and conducted in Spanish. It related to one of the schools's themes, "the world of the performing arts," and was extremely entertaining.

E.S.L. students appeared to prefer certain activities. Video games and the more athletic activities were most popular, perhaps as a counter-balance to the long period of physical inactivity and mental effort of the morning sessions.

Integration with mainstream students during lunch and afternoon activities was seen by staff members as highly beneficial to E.S.L. students. As might be expected, however, most E.S.L. students tended to stay together, even while participating in integrated activities.

All participants reacted positively to the trips. Site supervisors suggested that staff members maintain records on pre- and post-trip activities. In many of the observed classes lessons were based on the trips, and students seemed eager to participate.

All interviewed staff members pointed out that the trips offered students the opportunity to become familiar with city life and mainstream culture. The trips were also integrated, allowing E.S.L. students and mainstream students to interact. Teachers reported little difficulty communicating instructions during trips; they had the help of student mentors and paraprofessionals as translators when needed.

At the afternoon sessions which were set aside for staff development activities, staff members discussed general concerns and then listened to presentations by the site supervisor and staff development specialist. As a rule, the specialist made a separate presentation to the E.S.L. staff. Announcements from the central office were also made at this time. E.S.L. materials were distributed, and all staff members were free to exchange ideas for improving instruction. Although there did not appear to be a formal procedure for staff development, specialists reported that site supervisors frequently asked them to assist inexperienced teachers on an individual basis.

The specialists complained they had not been given sufficient time to order E.S.L. materials before the start of

the program. Workbooks and other materials were on order but, as of the third week of the program, they had not been delivered. As a result, teachers were forced to use whatever materials were on hand.

Staff development specialists were significant contributors to the smooth functioning of the program. Their expertise and access to a variety of materials were essential to E.S.L. staff members. Even experienced teachers felt that the specialists were a valuable resource.

VI. STUDENT SATISFACTION

A 25-item student questionnaire was administered during the final week of the program. (See Appendix A.)

Fifteen of the 25 items on the questionnaire were designed to assess student attitudes toward classes, trips, afternoon activities, and counseling. Students expressed their attitudes towards all aspects of the program by checking as many responses to each questionnaire item as applied. Data were available for 1,854 students.

INSTRUCTIONAL AND NON-INSTRUCTIONAL COMPONENTS

Since the primary goal of E.S.L. Summer Prep was to improve students' skills in listening, speaking, reading, and writing English, students were asked why they chose to attend summer school. Eighty-two percent (1,524) stated they wanted to learn to speak English better, and 55 percent (1,026) stated they attended summer school to improve their math, reading, and writing skills. Therefore, the process of selecting participants was apparently quite successful in matching the goals of the program with the expressed needs of the students. Relatively few students stated that they chose to participate in a summer program to be with friends (27 percent or 504) or to go on trips (32 percent or 601).

Seventy-eight percent (1,441) of the students indicated that they had received instruction in English speaking, 65 percent (1,211) received instruction in English reading, 65 percent (1,205) received English writing, 61 percent (1,134)

received math, and 30 percent indicated that they received "other" classes.

The questionnaire asked students to indicate which classes they liked most. Of the students who took "other" classes, 90 percent (506) indicated liking these classes. Eighty-six percent (979) liked math, 81 percent (1,162) reported liking the English speaking, 80 percent (973) liked English reading, and 76 percent (921) liked English writing.

The questionnaire also asked students to indicate what they liked most and what they liked least about summer school. Table 4 presents the results of the answers to these two questions.

Table 4

Number of Students Indicating Which Summer School Components They Liked or Disliked Most

	Number of Students	
COMPONENT	Liked Most	Disliked Most
English classes	1,422	261
Trips	1,162	228
Math Classes	916	345
Afternoon activities	797	450
Meetings with counselor	291	303
Other	247	121

Over five times as many students indicated liking English classes and trips as indicated disliking these components. For mathematics classes, three times as many students liked them than disliked them, and twice as many

students liked afternoon and other activities than disliked them. However, students' opinions on meetings with the counselors were evenly split. Overall, three times as many students indicated liking components of the program than disliking them, indicating that students' experience in E.S.L. Summer Prep was quite positive.

Program students were given the opportunity to provide feedback on the benefits of attending E.S.L. Summer Prep. It appears that all aspects (instructional, non-instructional, counseling) of the program were regarded as valuable.

For the majority of students (69 percent or 1,281), the most important result of having attended summer school was learning about job and career possibilities. Half of the participants (50 percent or 931) agreed that learning to speak English better was most beneficial.

Being with friends (46 percent or 846), doing better in math, reading, and writing (42 percent or 774), gaining confidence about high school (39 percent or 730), and attending theme classes (37 percent or 680) were also regarded as highly beneficial.

Only 28 percent (521) stated that learning to deal with personal problems was most important*. Even fewer rated the trips (17 percent or 309) and finding out about high school programs (6.5 percent or 121) as the most valuable aspects of the program.

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*This may be due to the relatively few students who discussed personal and family problems with the couselors.

COUNSELING COMPONENT

Although this was an important component of E.S.L. Summer Prep, 37 percent (677) of the students reported never having met with a counselor during summer school. Of the other 1,162 students, 30 percent (549) had one counseling session and 16 percent (295) had two. Only 17 percent (318) reported having met with a counselor three or more times during the summer.

Apparently, many students felt that the number of counseling sessions they had was sufficient. Out of the 1,612 students who responded to this questionnaire item, 45 percent (831) reported that they met with their counselor as often as they needed. There were many others however, who needed to meet with their counselors more often (42 percent; 781).

Forty-one percent (755) of the students reported that the counselors spoke their native language, but 44 percent (821) reported that the counselors did not. Perhaps this language barrier may explain why many students were not satisfied with the number of counseling sessions.

When students and counselors had the opportunity to meet, they were most likely to discuss high school-related issues. The next most frequently discussed topics concerned jobs and careers, followed by personal problems. When students were asked to indicate which of these counseling services they found most useful, the topics discussed most often were also considered most useful. Information about high school

was rated more useful than discussions about jobs and careers and personal problems, respectively. The topics that were discussed during the counseling sessions and those that were rated as most useful for the students are presented in Table 5.

TABLE 5

Topics Students* Discussed with Counselors

Topics Discussed	Number of Students Discussing the Topic	Percent Discussing the Topic	Number Rating the Topic as Most Useful	Percent Reporting the Topic as Most Useful
High school offerings	717	39	745	40
High school requirements	609	33	569	31
Adjusting to high school	412	22	430	23
Job/career possibilities	350	19	399	22
Job/career requirements	249	13	297	16
Personal/family problems	150	8	142	8
Dealing with problems	295	16	336	18
Other	100	5	66	4

*There was a total of 1,854 students.

VII. RESULTS OF TEACHER-DEVELOPED TESTS

The project originally proposed the assessment of students' achievement in English as a second language using criterion-referenced tests. However, such tests were not available; instead, teacher-developed tests were administered to students to assess achievement in this area. Data were available for 1,775 students, of whom 1,393 (78 percent) had scores of 65 or higher. The mean E.S.L. score was 73 and the standard deviation was 21. These findings indicate that students did achieve in this area; however, the data cannot be used to make any conclusive statement about the objective because they are not based on the measure proposed.

VIII. CONCLUSIONS AND RECOMMENDATIONS

The 1985 E.S.L. Summer Prep program is a well implemented program which appears to have effectively addressed most of its major objectives. Recommendations made in the 1984 Summer PREP final report were viewed as valuable by program staff and were incorporated into the 1985 program. Based on interviews of program staff and observations by O.E.A. it is clear that the E.S.L. component that was implemented was well organized; students appeared to learn a great deal; staff members appeared to be committed and dynamic. Site themes, in-school activities, and field trips were well integrated with the E.S.L. teaching agenda. Staff development specialists served as important resource persons.

However, room for improvement still remains in some areas. There continues to be a need for more staff development and training, more noninstructional personnel, and improved student placement techniques. Based on the findings of the evaluation team, the following recommendations are offered:

1. The recruitment methods used at the larger sites should be used at all sites. This includes sending fliers and posters with program letters to feeder schools. Another method would be to put posters in schools which will offer the program so that students may inform younger siblings or friends of the availability of the program. Fliers for these students may also help the recruitment effort.

2. If future funding limits the ratio of staff development

specialists and bilingual guidance counselors per site, the program might consider reducing the number of participating sites. This would increase the time staff development specialists would be able to serve on-site and would allow them to plan more formal staff development activities. This would also allow more students to meet with a counselor who speaks their native language, and would allow for more effective student placement in E.S.L. according to level of proficiency.

3. The length of periods during the three-hour morning session should be decreased.

4. Students who are weak in the basic skills of their native language should be identified and given individual attention.

5. Efforts should be made to provide a stronger career introduction and exploration component.

6. Staff development workshops should be offered earlier in the year to prepare for the summer session. In addition to teaching strategies, the workshops should include information on the various cultures of the students. Culture appreciation workshops should be open to all members of the teaching and administrative staffs.

APPENDIX A

E.S.L. Test Score _____

BILINGUAL EDUCATION EVALUATION UNIT
OFFICE OF EDUCATIONAL ASSESSMENT
NEW YORK CITY PUBLIC SCHOOLS

SUMMER 1985 HIGH SCHOOL PREP PROGRAM
ENGLISH AS A SECOND LANGUAGE COMPONENT

STUDENT QUESTIONNAIRE

1. Student I.D. Number: |_|_|_|_|_|_|_|_|_|

2. Date of birth: _____ Month _____ Day _____ Year

3. Sex: _____Male _____Female

4. Summer School: _____

5. What school were you attending in June 1985?

School: _____

Borough: _____ Manhattan _____ Bronx

_____ Brooklyn _____ Queens

_____ Staten Island

Grade: _____ 8 _____ 9 _____ 10 _____ 11 _____ 12

6. What school will you attend in September 1985?

School _____

Borough: _____ Manhattan _____ Bronx

_____ Brooklyn _____ Queens

_____ Staten Island

7. What is your native language? _____

8. In what country were you born? _____

9. What country are your parents from? _____

10. How many years have you lived in the U.S.? Years _____
Months _____

11. How many years of school have you completed?

a) Outside the U.S.? Years _____
Months _____

b) In the U.S.? Years _____
Months _____

12. How many years of bilingual education have you had in the U.S.?

Years _____
Months _____

13. Why did you choose to attend summer school? (Check all that apply.)

1. _____ To find out about high school programs.
2. _____ To find out what my new school would be like.
3. _____ To do better in math, reading, and writing.
4. _____ To be with my friends.
5. _____ To be in the theme classes offered in summer school.
6. _____ To go on trips.
7. _____ To learn how to speak English better.
8. _____ Other (Specify): _____

14. What instruction did you receive in the summer program? (Check all that apply.)

1. _____ Mathematics
2. _____ English speaking
3. _____ English reading
4. _____ English writing
5. _____ Other (Specify): _____

15. Which class(es) did you like most? (Check all that apply.)

1. _____ Mathematics
2. _____ English speaking
3. _____ English reading
4. _____ English writing
5. _____ Other (specify): _____

16. How often have you met with a guidance counselor in summer school?

1. _____ Never
2. _____ Once
3. _____ Twice
4. _____ Three times
5. _____ Four times
6. _____ More than four times

17. What did you discuss with the counselor? (Check all that apply.)

1. _____ High school offerings
2. _____ High school requirements
3. _____ Getting used to high school
4. _____ Job and career possibilities
5. _____ Job and career requirements
6. _____ Personal and family problems
7. _____ How do deal with problems and stay in school
8. _____ Other (specify): _____

_____

18. Did you meet with the counselor as many times as you needed?

1. _____ Yes 2. _____ No

19. Did the counselor speak your native language?

1. _____ Yes 2. _____ No

20. Which counseling services were most useful to you? (Check all that apply.)

1. _____ High school offerings
2. _____ High school requirements
3. _____ Getting used to high school
4. _____ Job and career possibilities
5. _____ Job and career requirements
6. _____ Personal and family problems
7 _____ How to deal with problems and stay in school
8. _____ Other (specify):

21. Which afternoon activities were most useful to you?

_____

_____

22. Which trips did you enjoy the most?

_____

_____

23. What did you like most about summer school? (Check all that apply.)

1. _____ Math classes
2. _____ English classes
3. _____ Meetings with the counselor
4. _____ Afternoon activities
5. _____ Trips
6. _____ Other (specify): _____

24. What did you like least about summer school? (Check all that apply.)

1. _____ Math classes
2. _____ English classes
3. _____ Meetings with the counselor
4. _____ Afternoon activities
5. _____ Trips
6. _____ Other (specify): _____

25. What were the most important results of your having attended summer school? (Check all that apply.)

1. _____ I found out about high school programs.
2. _____ I feel more confident about high school.
3. _____ I am doing better in math, reading, and writing.
4. _____ I have been with my friends.
5. _____ I have been in theme classes.
6. _____ I have gone on trips.
7. _____ I have learned to speak English better.
8. _____ I learned about job and career possibilities.
9. _____ I learned to deal with some personal and family problems.
10. _____ Other (specify): _____

APPENDIX B

Summary of the 1983, 1984, and 1985 Summer PREP Themes and Modification in Original Themes from 1983 to 1985

	THEME		
Summer Site	1983	1984	1985
Adlai E. Stevenson	1. Into the 21st Century 2. Computers 3. Sound Mind/Strong Body 4. Home Repairs and Maintenance	1. Front Page 2. Sound Mind/Strong Body	1. Front page 2. Strong Mind/Strong Body 3. Careers for Bilingual Students
Alfred E. Smith	1. Communication	1. Auto Mechanics 2. Carpentry 3. Journalism	1. Auto Mechanics 2. Carpentry 3. Journalism
Andrew Jackson	1. Health Careers 2. Vocational Education 3. Computer Math	1. Exploring Health Careers 2. Exploring Science 3. Sports Education	1. Exploring Health Careers 2. Exploring Science 3. Sports Education
August Martin	1. Aerospace 2. T.V. Communication Careers 3. Music 4. Data Processing	1. Aerospace 2. T.V. Communication Careers 3. Data Processing	1. Aerospace 2. T.V. Communication Careers 3. Data Processing
Automotive	1. Automotive Mechanics 2. Automotive Body and Parts	1. Auto Mechanics-General 2. Auto Mechanics-Engine Shop	1. Auto Mechanics-General 2. Auto Mechanics-Engine Shop
Boys and Girls		1. Careers 2. Computer Competency	1. Careers 2. Computer Competency

(continued)

Summer Site	THEME 1983	1984	1985
Bushwick	1. Exploration of the Arts 2. The World of Sports 3. The World of Work	1. Exploration of the Arts 2. Hands on your Future	1. Exploration of the Arts 2. Hands on your Future
Christopher Columbus		1. Exploration and Discovery	1. Exploration and Discovery
Clara Barton	1. Health Careers 2. Computers	1. Health Careers	1. Health Careers
Curtis	1. Sound Mind-Sound Body	1. Sound Mind-Sound Body 2. "The Olympics"	1. Sound Mind-Sound Body 2. "The Olympics"
Eastern District	1. Journalism 2. Media 3. Computer 4. Typing 5. Drama 6. Music	1. "Making It" in High School 2. The World of Computers 3. Bilingual Business Academy	1. "Making It" in High School 2. The World of Computers 3. Bilingual Business Academy
East New York	1. Pre-Driver Education 2. Art 3. Electrical Installation and Practice	1. Driver Education 2. Art 3. Electrical Instal-lation and Practice	1. Driver Education 2. Art 3. Machine Shop and E.I.P.
Erasmus Hall	1. The World of Art 2. The World of Business	1. The Future and You 2. The Arts	1. The Future and You 2. The Arts

(continued)

	THEME		
Summer Site	1983	1984	1985
Evander Childs	1. The World of Work 2. Careers	1. The World of Work: Basic Skills Computer Skills Carpentry Camp Counseling	1. The World of Work: Basic Skills Computer Skills Carpentry Camp Counseling
Far Rockaway	1. Health Assisting 2. Medical Techniques 3. Journalism 4. Photography 5. Government 6. Communication Arts 7. Mathematics	1. Health Careers 2. Foods 3. Drama	1. Health Careers 2. Foods 3. Drama
Fashion Industries	1. World of Fashion	1. The Wonderful World of Fashion	1. The Wonderful World of Fashion
Franklin K. Lane	1. The Heritage of Students 2. History of the Community	1. Knowledge of Law and Society	1. Knowledge of Law and and Society
G. Washington	1. Art 2. Photography 3. Calligraphy 4. Typing	1. Performing Arts 2. World of Business	1. Performing Arts 2. World of Business
Grace Dodge	1. Career Exploration	1. Career Exploration 2. City Discovery	1. Career Exploration 2. City Discovery
G.W. Wingate	1. Flight Training 2. Printing	1. Commercial Art 2. Lab Techniques	1. Commercial Art 2. Lab Techniques

(continued)

	THEME		
Summer Site	1983	1984	1985
Hillcrest		1. Media Production 2. Computer Technology 3. Graphics 4. Scientific Lab Techniques	1. Media Production 2. Computer Technology 3. Graphics 4. Scientific Lab Techniques
James Monroe		1. Drama 2. Business 3. Police Science	1. Drama 2. Business 3. Police Science
John Browne		1. Health Career Education 2. Theatre and Language Arts Workshop 3. The New York Experience	1. Health Career Education 2. Theatre and Language Arts Workshop 3. The New York Experience
John Dewey		1. Summer Olympics	1. Summer Olympics
John F. Kennedy	1. Computer 2. Videotaping 3. N.Y.C. as a Source of Occupational and Recreational Resources	1. Career/Vocational Education 2. Computer Literacy 3. Film/Video Production	1. Career/Vocational Education 2. Computer Literacy 3. Film/Video Production
Julia Richman	1. Play Production - West Side Story	1. In Search of Excellence 2. Who Am I? Who Will I Be? 3. Consumer Education: Buying and Selling - Who? What? How?	1. In Search of Excellence 2. Who Am I? Who Will I Be? 3. Consumer Education: Buying and Selling - Who? What? How?

(continued)

THEME

Summer Site	1983	1984	1985
Lafayette	1. I Love New York - A Summer Festival	1. New York is a Summer Festival	
Long Island City		1. Theatre Arts 2. Computers 3. Science	1. Theatre Arts 2. Computers 3. Science
Louis Brandeis	1. Careers 2. New York City Community	1. Careers - World of Work 2. New York - New York	1. Careers - World of Work 2. New York - New York
Martin Luther King	1. Show Business 2. Health 3. Computer 4. Science of Growing Things	1. Horticulture 2. E.S.L. 3. Theatre Arts	1. Horticulture 2. E.S.L. 3. Theatre Arts
Morris	1. Computers 2. Fun with Food 3. Drama and Video 4. Critical Thinking 5. Just Plain Computers 6. Running a Business	1. Business Careers 2. Health Careers 3. Communication Careers	1. Business 2. Health Careers 3. Communication Careers
Murray Bergtraum	1. Career Exploration Through Business Dynamics 2. Introduction to Computers	1. The Olympics, A Quest for Excellence in Communication Arts 2. Mathematics for Business, Personal Life, Leisure Activities 3. Data Entry and Keyboarding the Future Communication Systems	1. The Olympics, A Quest for Excellence in Communication Arts 2. Mathematics for Business, Personal Life, Leisure Activities 3. Data Entry and Keyboarding the Future Communication Systems

(continued)

Summer Site	THEME 1983	1984	1985
Norman Thomas	1. Computer Literacy Skills 2. Word Processing/ Keyboarding 3. Recordkeeping 4. Marketing/Hotel and Motel Management	1. Communication Arts 2. Mathematics Skills 3. Computer Science	1. Communication Arts 2. Mathematics Skills 3. Computer Science
Park West	1. Graphic Arts 2. Food Trades 3. Automotive	1. Practical Applications of Modern Technology in the Industrial Arts 2. Practical Applications of Modern Technology in the area of Computer Science 3. Practical Applications of Modern Technology in the area of Communication Arts Especially the Audio-Visual Media	1. Practical Applications of Modern Technology in the Industrial Arts 2. Practical Applications of Modern Technology in the area of Computer Science 3. Practical Applications of Modern Technology in the area of Communication Arts Especially the Audio-Visual Media
Prospect Heights		1. Art 2. Music 3. Drafting	1. Art 2. Music 3. Drafting
Richmond Hill		Bits, Bites, and Bytes: 1. Food Service 2. Theatre Arts 3. Computers	Bits, Bites, and Bytes: 1. Food Service 2. Theatre Arts 3. Computers

(continued)

Summer Site	THEME 1983	1984	1985
Sarah J. Hale	1. Computers 2. Hairstyling 3. Skills Competency 4. Recreation/Cultural Dance, Photography 5. Community Service	1. Performing Arts 2. Visual Arts 3. Trade/Career Preparation: Business, Cosmetology and Health/C.P.R.	1. Performing Arts 2. Visual Arts 3. Trade/Career Preparation: Business, Cosmetology and Health/C.P.R.
Seward Park	1. Communication Arts Through Hands-on Activities 2. Neighborhood History 3. Oceanography 4. Geology	Basic Skills Through: 1. Electronics and Electricity 2. Writing for Enjoyment 3. Scientific Discovery 4. E.S.L.	Basic Skills Through: 1. Electronics Electricity 2. Writing for Enjoyment 3. Scientific Discovery 4. E.S.L.
South Bronx	1. Health Careers 2. Business Careers 3. Theatre Arts	1. Theatre Arts 2. Business Careers	1. Theatre Arts 2. Business Careers
South Shore	1. Driver Education 2. Car Care 3. Environmental Science	1. Environmental Science 2. Auto Mechanics/ Driver Education 3. Drama	1. Environmental Science 2. Auto Mechanics/ Driver Education 3. Drama
T. Roosevelt			1. Career Exploration/ World of Work 2. Cultural Enrichment: I Love New York
Walton			1. Science, Health and Business Skills for a Better Future

(continued)

	THEME		
Summer Site	1983	1984	1985
Washington Irving			1. Improving Basic Skills through Journalism 2. Secretarial Skills 3. Computer Literacy
Wm. E. Grady Tech			1. Electronic Communication
Wm. H. Taft			1. Careers through Computers 2. Careers through Plastics 3. Bi-Lingual Computers